

Conference Program [2007]

Georgia International Conference on Information Literacy

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Georgia Conference on Information Literacy
Coastal Georgia Center, Savannah, GA
Agenda

Thursday, October 4, 2007

7:00 p.m. Pre-Conference Panel

Auditorium

Friday, October 5, 2007

7:30 a.m. Registration

Lobby

8:00 – 9:00 a.m. Continental Breakfast

9:00 – 10:15 a.m.

Concurrent Sessions

Auditorium

Teaching Preparedness in Academic Librarianship: Reforming the LIS Curricula

As academic institutions become more integrated and instruction-intensive, librarians who were once never expected to teach on a regular basis now find themselves at the chalkboard. If you are concerned with the ongoing issues of teaching or teaching librarians to teach, you'll be interested in the results of this study.

Brenna Helmstutler and Kaetrena Davis, Georgia State University

Teaching Anxiety in Academic Librarians: Challenges to Instruction

ACRL's implementation of Information Literacy Standards and the integration of academic librarians into content-based, credit-bearing courses mean that academic librarians are increasingly being called upon to teach on a long-term basis. Dealing with the real and perceived challenges of preparing for the classroom environment can be distressing. If you deal with teaching anxiety, you'll be interested in the results this study.

Kaetrena D. Davis, Georgia State University

Room 210

Moving beyond Google: Teaching Information Literacy and Just-in-Time Learning

This panel consists of four first-year writing instructors in the Department of Writing and Linguistics at Georgia Southern University charged with teaching students important information literacy skills. We will discuss what we are doing in our classes now, what problems we see, and what we might do differently to help our students, including the results of a 2-year full-class collaboration of a composition teacher and a research librarian, presentation of findings from a piloted South Dakota Information Literacy Exam, and information about research initiative we are undertaking that will use research aloud protocols and follow up interviews to determine where we can go from here.

Janice R. Walker, Marge McLaughlin, Martha Pennington and Mildred Pate, Georgia Southern University

Room 212

Inspiration as a Research Tool

Inspiration allows for brainstorming ideas, mapping topic information, and preparing for the writing process. It is a tool to facilitate research by taking notes, creating hyperlinks, and switching from visual to outline view.

Inspiration can be both the research and writing tool that organizes young learners.

Joan Collins, John Glenn Middle School, Bedford, MA

What Should We Say?: Considerations in Scripting Online Multimedia Tutorials

You purchased and learned to use slick multimedia production software. You have a needy audience waiting to be enlightened. Now what are you going to say? This presentation will describe the process of creating the script for a tutorial produced with Camtasia.

Christina Eller and Rose Marshall, University of South Carolina Aiken

Room 217

Ethics, Technology, and Plagiarism in the Twenty-First Century

Plagiarism is a problem that technology has not yet been able to solve; in fact, some might argue that technology has simply made it easier for students to plagiarize. This paper looks at how and why definitions of plagiarism are changing and what educators can do to reduce the number of plagiarized papers they encounter.

Catherine Ramsdell, Savannah College of Art and Design

Two Steps Forward, No Steps Back: Plagiarism Falls Behind

Research shows that particular teaching strategies help students learn and use information literacy and writing skills that will produce essays and manuscripts without the artifacts of plagiarism. This presentation reviews some successful programs, their components and strategies, and shows how they deal with the known causes and reasons for plagiarism, which include problems of confidence, knowledge, abilities, fears, and mistakes.

Ludy Goodson, Embry-Riddle Aeronautical University; Lisa Smith and Judi Repman, Georgia Southern University

Room 218

Digital Surfing and Information Wipeouts: Understanding Information Literacy and Teaching Reflective Research Practices in the 21st-Century Writing Classroom

This presentation will outline current theoretical models of literacy development and connect these models to practice in the postsecondary writing classroom. Examples from first-year composition and upper-level undergraduate writing courses will illustrate students' negotiation of research tasks in their quest -- to identify, locate, evaluate and effectively use that information -- for writing assignments. In addition, materials will be provided for a literacy autobiography assignment as a first step in developing reflective practice about literacy in the classroom.

Elizabeth Sanders Lopez, Georgia State University

10:15 – 10:30 a.m. Break

10:30 – 11:45 a.m.

Concurrent Sessions

Auditorium

Faculty Learning Community (FLC): A New Approach to Information Literacy

Faculty Learning Communities (FLC) offer faculty from multiple disciplines the opportunity to learn from one another through conversation, reflection, and collaboration. Faculty at Georgia Southern University formed an FLC on information literacy which met regularly through the academic year. Hear more about FLCs and how this learning community made progress towards increasing information literacy on campus.

Tom Case, and Lisa Smith, Georgia Southern University; Ludy Goodson, Embry-Riddle Aeronautical University

The Pedagogy of Information Literacy and a Graduate Teacher Education Program: A Study of the Misconceptions & Implications

The need for collaboration between librarians and teaching faculty is greater than ever before. A librarian and an education professor discuss the results of their research and efforts to improve information literacy skills in education students enrolled in a graduate literacy program.

Patricia A. Deleo, Adelphi University

Room 210

"Circulation is abstract!": Web Usability Study as a Tool for Information Literacy Assessment

Within the framework of library instruction, this presentation will examine results of a web usability study conducted at LaGuardia Community College in Queens, New York. Literature review, methodology, and test results will be provided. A conceptual model of library instruction assessment through usability studies will be presented.

Remi Castonguay, LaGuardia Community College

Improving Information Literacy by Improving Information Display

Improving information literacy by displaying information using design principles is a highly effective but little practiced skill. Graphic designers and artists constantly use design principles based on Gestalt laws to communicate visually, but information designers are just beginning to discover the effectiveness of applying these same principles to the display of information. By changing default settings in electronic software and consciously creating a visual hierarchy through the use of proximity, repetition, alignment, and contrast, information designers can increase literacy by displaying information that can be scanned, read, and understood more easily.

Betty Oliver, Southern Polytechnic State University

Room 212

Common Knowledge in the Digital Age

In this presentation, I argue for a more dynamic definition of common knowledge and suggest pedagogical strategies to enact this new approach. My purpose is to expand our current definition of common knowledge by applying theories of discourse communities to encourage teachers to move beyond believing that common knowledge is a stable entity that remains consistent regardless of rhetorical concerns and toward a new conception of common knowledge that takes into account the evolutionary nature of literacy and knowing.

Amy England, University of Cincinnati

Room 217

Honesty and Ethics in Using Media Sources

"Concepts of plagiarism and copyright are counterintuitive," says Deborah Gerhardt, director of copyright and scholarly communications at the University of North Carolina at Chapel Hill. Though "copying is essential to learning," we can teach students to use media sources effectively in ethical and honest ways to create their own arguments.

Linda Moore and Carol Hulse, University of West Florida

Another Look at Plagiarism in the Digital Age: Is It Time to Turn in My Badge?

Although I am a strong supporter of plagiarism software, I regret a decision I made recently when I relied solely on this technology to determine the academic fate of one of my students. As a teacher, I know I cannot let technology choose my options and make my choices. Technology is creating conflicts as well as opportunities for today's classroom. How do we find the ethical balance for ourselves, embrace technology, and teach ethical responsibility in this digital age to students who may see ethics differently?

Benie B Colvin, Clayton State University

Room 218

Immersing the Campus in Information Literacy...One Standard at a Time!

This presentation describes a recent year-long, four-part project to institutionalize information literacy by helping faculty understand and utilize ACRL standards as they plan research assignments at all levels of undergraduate instruction.

Rose Parkman Marshall and Christina Eller, University of South Carolina Aiken

Challenges for the Assessment of Teacher/Library Collaboration in Fitchburg State College's Library Media Licensure Program

Fitchburg State College's Educational Unit has embraced the Renaissance Partnership's Teacher Work Sample (TWS) as a common assessment methodology, tailoring or adapting it to a diverse set of educational programs. In this presentation, the trials, errors and adjustments made while incorporating the TWS to a library media licensure program that seeks full accreditation from the National Council for Accreditation of Teacher Education (NCATE) will be discussed. Attendees to this session will learn the obstacles discovered in-process and of plans going forward to improve the use of this tool while ensuring continued program improvement.

Randy P. Howe, Fitchburg State College

Information Literacy and the QEP

This presentation will show how North Georgia College & State University adopted information literacy as its QEP objective. It will look at learning communities as part of an information literacy program, and will briefly discuss our SACS accreditation.

Bonnie Morris, North Georgia College & State University

11:45 a.m. – 1:15 p.m. Conference Luncheon

1:15 – 2:30 p.m.

Concurrent Sessions

Auditorium

Working Together: A Literature Review of Librarians and Faculty Collaborating to Promote Information Literacy Skills (1996-2006)

The library literature from 1996 to 2006 is filled with examples of faculty and academic librarians collaborating to promote information literacy in colleges and universities. This presentation will be based on a literature review which highlights collaborations between faculty and academic librarians for the improvement of students' information literacy skills. This presentation will include the purpose of the literature review, methodology, and information pertaining to the publications reviewed. Other topics of this presentation will include benefits of faculty/librarian collaborations, subject areas and disciplines in which collaborations for information literacy occurred, and information literacy skills which students gained as a result of faculty/librarian collaborations.

Michael Mounce, Delta State University

Meeting the Challenge: Making Librarian-Faculty Collaboration Work

Collaborating with faculty members is one of the best ways to reach students and teach IL skills in context, yet it can also be one of the most challenging endeavors librarians face. This presentation will focus on the obstacles to successful faculty-librarian collaboration and on practical tips to overcome them. Participants will come away with the information, tools, and inspiration needed to begin a collaboration project on their own campuses.

Lisa Nichols, Morehead State University

Room 210

Writing the Image in Composition: Student/Teacher Collaboration

Many students will be required, on the job, to both analyze and produce visual texts (including images, websites, video, and audio). This panel illustrates a) the prolific nature of online texts such as memoirs

and diaries and b) links that analysis with the creation of professional persuasive documents. A student will discuss his experiences creating visual texts and a teacher will discuss the pedagogical ramifications of including the visual in a composition classroom.

Anthony T. Atkins, UNC Wilmington and Richard Searcy, UNC Wilmington

Teaching Elements of Rhetoric: Employing Visuals

Students learn more effectively through active participation rather than listening to lectures. Thus, this discussion outlines a plan to teach First-Year-Composition (FYC) students elements of classical rhetoric and writing styles, accomplished by their collaboratively creating an advertisement. This technique combines their visual creativity and learned writing skills by investigating media rhetoric.

JoNette LaGamba, University of South Florida

Room 212

The Effect of New Literacies on Information Literacy

Dr. Adams and Ms. Burke contend that it behooves us, as educators, to consider the implications of information literacy for emerging digital technologies to better serve the needs of current and future populations. Rather than approaching information literacy through consideration of traditional digital sources, such as the Web, they examine three other factors: learning and literacy through video games, as proposed by Gee (2003); mediation and re-mediation as described by Bolter and Gruisin (1999); and the current availability of the means for content creation. All of these emerging factors raise issues of cultural significance and affect the ways in which information is generated, received, evaluated and used.

Suellen Adams, University of Rhode Island and Melissa K. Burke, University of Wisconsin-Madison

Teachnology and Technological Literacy: How Rhetoric and the Wiki Affect Pedagogy

This presentation will involve the exploration of various rhetorical concepts presented to teachers through the implementation of wiki technology in the classroom utilizing a version of MediaWiki to provide examples in a multimodal environment.

Toby F. Coley, North Carolina State University

Room 217

Copyright Law: Authors' Rights, Open Source, and the Digital Future

This presentation will discuss likely trends for copyright law in the digital age, including the Open Source movement and issues relevant to educators. Current copyright law has struggled to cope with the threat and reality of widespread copying, especially in digital media. The Open Source movement has argued that the solution is not to be found in attempting to prevent copying, but rather in embracing this aspect of digital media and finding new ways to reward authors. The presentation will evaluate the Open Source movement and other education-related copyright issues such as the Turn It In case and Google's book-scanning project.

Robert J. Walters, Sutherland Asbill & Brennan, LLP

"Arming the Masses": Plagiarism Education for All

This presentation will focus primarily on the Plagiarism Quiz (English 1102 exit exam) that Columbus State University adopted in Fall 06 as part of its new Information Literacy graduation requirements. Attendees will view a demo of the tutorial that accompanies the quiz and review data gathered over the course of two semesters.

Crystal Jenkins Woods, Columbus State University

Room 218

Buried Treasure: Using the Library Treasure Hunt as a Means of Introducing First-year Students to the Library

The staff at J. Drake Edens Library at Columbia College held its first Library Treasure Hunt in the Fall of 2006 after having used the traditional library orientation tour. How did it go? In this session, Sarah Hood will describe our experiences with designing, planning, and implementing our first Library Treasure Hunt, what we learned from it, and how you can make it work for your library.

Sarah Hood, Columbia College

Scavenger Hunts: An Information Literacy Motivational Tool

This presentation will use online resources to demonstrate how a scavenger hunt can be constructed to be a motivational tool for students beginning research. An educationally constructed scavenger hunt guides students to authentic online resources that have been selected collaboratively by classroom teachers and media specialists. Sample scavenger hunt websites will be discussed and a handout will be given to participants.

Betty J. Morris and Melanie Black Ahlschwede, Jacksonville State University, Jacksonville, AL

2:30 – 2:45 p.m. Break

2:45 – 4:00 p.m.

Concurrent Sessions

Auditorium

What Do Faculty Really Think of Information Literacy?

This presentation will look at the research findings on faculty perceptions of information literacy across the disciplines from a four-year state college in the USA. It will show the extent to which information literacy skills are valued by faculty and whether they are incorporated into teaching, learning and assessment activities across the subject disciplines. The possibilities for further collaborative work between librarians and faculty will be examined.

Jacqui Weetman DaCosta, The College of New Jersey

Community College Faculty Perceptions of the Library and Implementation of Information Literacy -- An Organizational Culture Study

Most community college faculty believe their students are not academically prepared to cope with scholarly assignments. This presentation describes a mixed-method study conducted recently at a large urban community college. Full-time faculty were surveyed and interviewed on their perceptions of the library and information literacy, with organizational culture as the theory grounding the study. Findings and interpretations of the results will be presented and discussed with the attendees.

Deborah Keeler, Miami Dade College

Room 210

Using a Course Management System to Integrate Library Orientation Materials with Writing Assignments

This presentation describes collaboration between the UCSB Libraries and the Writing Program that seeks to expand our libraries' presence within the open-source course management systems called Sakai and Moodle. We aim to make library orientation materials more directly relevant to students by making them part of research writing assignments. This report focuses on the various interface options we have experimented with for integrating the library orientation materials directly within the courses' writing assignments.

Karen J. Lunsford, University of California at Santa Barbara

Room 212

Getting the (Digital) Word Out: Disseminating Curricular Changes via Technology

If the old "Time is money" is true, then in Academia, "Time is also sanity (or the lack thereof)." When calling meetings and explaining a curriculum individually to multitudes of instructors becomes physically

impossible, the use of movies, digital articles, and informative curricular CDs becomes an alternative method of informing a teaching staff. Through a means of PowerPoint presentations, short DVD films, and discussion, this panelist will offer productive strategies for disseminating curricular information to a large number of adjunct instructors.

Mark McBeth, John Jay College of Criminal Justice/CUNY

Room 217

Closing the (Racial) Digital Divide: A Challenge to Teachers and Cities

The presentation will provide an update on what Atlanta & other cities are doing to help close the digital (racial) divide and provide resources available to level the playing field for academic success. A discussion of the issue will then follow. A reading list along with a list of website sources will be provided. Of special interest is, for example, how the City of Atlanta is using the web to 1) notify the public and 2) reach out to teens to help them prepare for college, supplementing that with face-to-face outreach by the Mayor.

Anne Melfi, American InterContinental University

Reaching the At-Risk Student?

Presents the results of a three-semester survey of at-risk college students to determine if the instruction was appropriate and if the students remembered basic information

Duessa Pujat, Lynda Kennedy, Heather Tibbetts, Coastal Georgia Community College

Multilingual Information Literacy: An Exploration

The former head of the North Carolina Foreign Language Center will explore the issue of multilingualism within the context of Information Literacy with special emphasis on the role of librarians. How do we offer library services in a multitude of languages, and how do we shape and market those services in settings where there are many different languages spoken and read? How are library and education websites and instructions in a multilingual society?

Patrick M. Valentine, East Carolina University

Room 218

Egypt Camp: A University Expedition for Middle School Students

Explore the experiences of 6th and 7th graders as they discover not only new information literacy skills, but also what college life is like. Partnering to create an experience, the faculties and librarians of Miami Valley Middle School (Dayton, OH) and Miami University of Ohio teach information literacy skills through a residential four-day visit to campus. Activities include information literacy sessions in several of the university libraries, lectures with college faculty, and Ancient Egypt unit activities with K-12 teachers.

Jenny Presnell, Miami University and Tana Eikenbery, Miami Valley Schools

Saturday, October 6, 2007

Lobby

8:00 – 9:00 a.m. Continental Breakfast

9:00 – 10:00 a.m.

Auditorium – All

Keynote Speaker – Keith Curry Lance

Powering Achievement: The Impact of School Libraries & Librarians on Information Literacy & Academic Achievement

Description: More than 15 state studies have demonstrated consistent links between high-quality school library programs and high-stakes test scores. In this presentation, the instigator and principal investigator of more than half of those studies will explain what we now know—and what we still have to

learn—about the relationships between school libraries and librarians, teaching of information literacy, and academic achievement.

10:00 – 10:15 a.m. Break

10:15 – 11:30 a.m.

Concurrent Sessions

Auditorium

Information Literacy in theory and in the classroom for chemistry students at the Undergraduate level: A Case Study

How does one present information literacy concepts in a college chemistry class that make them unthreatening, interesting and memorable? An Associate Professor of Chemistry shares her approach to IL for budding organic chemists and discusses the student feedback she's received.

Joan E. (JoEllen) Broome, Zach S. Henderson Library and Christine Whitlock, Chemistry Department, Georgia Southern University

Using Instructional Technology to Support Nursing Student Information Literacy Development

The emphasis on evidence-based care requires that nursing students develop information literacy skills. The Library Instruction Coordinator and Nursing faculty at Auburn University Montgomery developed a library module integrated into WebCT that significantly increased librarian contact with students, most of whom live outside the Montgomery area. The module included a database tutorial, database search exercises, librarian assistance via email, and multiple library instruction sessions utilizing HorizonWimba Live Classroom.

Barbara Hightower & Michelle Schutt, Auburn University Montgomery

Room 210

Questioning Wikiality: Partnering with Faculty to Move Students Beyond Wikipedia

This presentation discusses the collaboration between a Florida State University instruction librarian and an English professor to help undergraduates in a "Major Figures in U.S. Literature" course learn proper research skills while acquiring information literacy competency. One major concern for the English professor was the students' apparent willingness to depend on Wikipedia in research papers. Instead of just telling students not to use Wikipedia, we planned on making the students understand why Wikipedia was inappropriate in college-level research. With the professor's input, I created an in-class activity that asked the students to compare two biographical entries from Wikipedia and the Literature Resource Center.

Arianne Hartsell, Florida State University

"Trapped in the library: Reaching new students during orientation"

Each year, during the months of May and June, thousands of Florida State University freshmen pass through the campus' main libraries during orientation for registration. Realizing the enormous marketing potential of this large group of students, the Library's Learning Services Department developed a series of short instructional videos, which were shown to students while they waited to register. The videos were designed to introduce library resources essential to the implementation of information literacy and to foster a welcoming environment in the library.

James Rhoades, Arianne Hartsell, and Jacqueline Druash, Florida State University Libraries

Room 212

Search Box as Diety

Using examples of faulty searches and ill-designed assignments and offering tactics that recognize misconceptions and raise researcher and teacher awareness, we can provide better in-time instruction,

create better assignments and offer a viable research strategy to those who believe that all they need to do is ask the Google Search Box and they shall receive.

Mari Flynn, Keystone College

Room 217

Motivate, Inspire, Teach - Storytelling to Enhance Information Literacy

People learn more and incorporate new behavior faster by listening to stories. It is the power of this storytelling I want to show you how to incorporate into your information literacy instruction to achieve exciting results. You will learn how to develop stories that will engage diverse listeners, build trust, and develop information literacy in your learners. This workshop will guide you through the development of your own educational and inspirational story you can use right away to motivate, inspire and teach learners to be "information literate."

Carolyn Waterfall, Portland Community College

Room 218

Creating Effective Active Learning Activities: Lessons Learned from Successful and Not-So-Successful Library Instruction Sessions

Examples of successful and not-so-successful active learning activities will be presented. Conferees will have the opportunity to share their success stories as well as their war stories about active learning activities that were unsuccessful.

Camille McCutcheon, USC Upstate Library and Michael W. Wilson, Shorter College

11:30 a.m. – Noon

BOX LUNCHEON

(Please call 912-681-5551 if you have not already ordered your lunch. Deadline for ordering: September 28, 2007. Cost: \$10)

Noon – 1:15 p.m.

Concurrent Sessions

Auditorium

Creating a Credit Bearing Course: Challenges and Rewards

The Instructional Services Coordinator at the University of North Carolina Wilmington will describe the process of creating, developing, and teaching a credit undergraduate information literacy skills course. This three credit hour course (LIB 103) has been taught for the past two years. The challenges and rewards of offering such a course will be discussed.

Anne Pemberton, University of North Carolina Wilmington

Room 210

How Do We Help Prepare Future-Ready Students for Success in the 21st Century?

The ability to use technology to support knowledge in areas related to information access, global awareness, authentic assessment, economic literacy, and problem-solving skills have been listed as important for this century's workforce. This presentation reports various perspectives in 21st century learning and how Information and Communication Technology can be used to prepare "future-ready" students for a 21st century global society.

Carol A. Brown, East Carolina University

Determining Fact Online in the Age of Factoids, Truthiness, and Blogasms

A teacher and a librarian offer a consideration of how to steer past misinformation and disinformation to discover current accurate information online. This program is inspired by an information literacy project for a basic communication studies survey course where students were expected to apply critical thinking skills to their speech research as they sought to distinguish among fact, consensus, and opinion. Specific

topics will be presented as examples - such as global warming, weapons of mass destruction in Iraq, and the link between 9/11 and Saddam Hussein. The truth must be out there - but where?

Jim Stacy and Debra Rollins, Louisiana State University at Alexandria

Room 212

Invasion of the Data Snatchers: An Integrated Assignment that Leads Students into Information Literacy

The goal of this assignment was to have students understand how to locate a resource, evaluate the resource, and then use this resource to complete the assignment. These students were surveyed to verify that skills attained in this class were transferred to other classes in which no library instruction was given, therefore making the students more information literate.

Jacqueline Druash, Florida State University

Room 217

You Don't Need a Classroom to Learn: Creating a Research Community in the Online Writing Classroom

Teaching a writing course online can present instructors with significant challenges, especially when the version of the in-person course involves intense collaboration with a class librarian. In this presentation, we will discuss how we designed an online writing course which not only encouraged students to critically read, research, and write but that also aimed to foster a sense of community between students, the professor, and the "classroom" librarians.

Caroline Smith and Tina Plottel, The George Washington University

The Challenges & Advantages of Teaching an Information Literacy Class Online

Ingram Library at the University of West Georgia uses WebCT Vista to teach Academic Research and the Library. Teaching an information literacy class online has its fair share of challenges and advantages. This presentation examines some of the issues of teaching online and the use of technology in teaching an information literacy class online.

Diane Fulkerson, University of West Georgia

Room 218

Integrating Secondary Source Material into Practical Research: Measuring Success

An instructor and librarian present results of their collaboration in developing an assignment that incorporates information literacy principles into a technical communication assignment emphasizing primary research. Examples include successful and unsuccessful integration of secondary source material into interdisciplinary, real-world research, along with an assessment of factors that affect the students' success.

Lucy Bednar and Reba Leiding, James Madison University

1:15 – 1:30 p.m. Break

1:30 – 2:45 p.m.

Concurrent Sessions

Auditorium

Information Literacy 20/20: Incorporating Visual Literacy into Information Literacy

Building on twentieth century research that supports the importance and the value of addressing visual literacy as a component of teacher training and preparation, this presentation includes a review of relevant literature, an examination of authentic education students' visual-format reports, an invitation to create a visual product, and an opportunity to apply a visual literacy assessment instrument.

Debra Cox Rollins, Louisiana State University at Alexandria

Visual Literacy and Information Literacy: Intersecting Ideologies

This session will explore the connections in integrating information literacy into a visual arts course curriculum. Visual literacy is central to costume design and history. Integrating intersecting ideologies of information and visual literacy reveals the complexities involved that are not immediately evident in this field of study. In design, students must "slow down and notice" to understand the process of seeing and interpreting images on many different levels and perspectives. Students then need to develop their understanding of how visual components such as shape, texture, line and color work together to create meaning and evoke emotional responses. Both visual and information literacy facilitate the understanding of styles and how they reflect culture. Students study art and other visual aspects of a specific time period and learn how to analyze, evaluate, interpret, and use imagery within the context of multiple sources of information. Librarian-faculty collaboration in critical thinking, assignment design, and learning experiences paced in a significant timeframe displays the need to understand and interpret information and images to apply knowledge in a universal learning environment.

Judy Zebrowski, Bucknell University

Room 210

Designing and Evaluating Writing Sessions as an Effective Means of Developing Information Literacy Skills in College Learners

The University Writing Center (UWC) is a key component in UCF's campus-wide information literacy initiative. This presentation will discuss how the UWC fosters information literacy through student writing, specifically by assisting the student in defining and articulating the need for information. Focusing on a current UWC/Library collaboration project, designed to promote recursive research, the presentation will discuss the advantage of collaborations in information literacy. Further, we will describe the significance and impact of developing information literacy skills in student writers on two very different UCF campuses, the main campus (with a large and traditional student population) and a regional campus (with a much smaller and less traditional population).

Barbara Rau Kyle and Rusty Carpenter, University of Central Florida

Teaching "Net-Gens" the Cooperative Learning Way

Cooperative learning is defined as collaboration within an instructional setting among members of small groups to achieve stated learner outcomes. The "net-generation" are those individuals who were born between the years of 1982 and 1991. This presentation will demonstrate how the College Success/First Year classes at Southeastern Oklahoma State University evolved from traditional lecture/hands-on instruction to an interdependent team environment.

Sharon L. Morrison and Susan Webb, Southeastern Oklahoma State University

Defining or Redefining Knowledge in and for the "Knowledge Economy": Teaching Information Literature in the First-Year College Composition Class

This presentation will address some of the anxieties about the increasing emphasis on information literacy, the teaching of it -- its desirability, its necessity, its inevitability, its dangers -- as they impinge upon the "developmental" tasks and responsibilities (among them the imparting of information literacy, unavoidably squeezing the time available to devote to "old" literacy, itself ideologically problematic) of the first-year composition teacher.

Mark Bates and Amy Beaudry, Quinsigamond Community College

Room 212

Beyond the Skills Survey: Activities as Assessment

Traditional assessment surveys provide little or no evidence on whether students' information literacy skills have improved. Learn how to incorporate activities into your instruction sessions that will successfully evaluate your students' information literacy skills. Hear about what we are doing, our successes, failures, and future plans. Bring your current assessment method and learn how to make it stronger by incorporating active assessment.

Julie Housknecht, Betsy Whitley & Adrienne Button, North Georgia College & State University

Room 217

Pathfinders: An Information Literacy Tool

This presentation on pathfinders will discuss what they are, how they can be used as an alternative to a research paper and how they can be constructed to guide student research. Three ways a pathfinder can be used as an information literacy tool will be discussed: as a tool for collaboration with teachers, as an aid to collection development and as support for integrating technology into instruction. An example pathfinder will be provided as a handout.

Betty J. Morris and Melanie Black Ahlschwede, Jacksonville State University, Jacksonville, AL

Information Quality: The Missing Piece of the Puzzle

Teaching proprietary databases without explaining why these are preferable to googling does a major disservice to students. The presenter contends that by not discussing what constitutes "good" information with students our unspoken insistence that they use "good" sources confuses them. The presenter will offer several techniques which he uses in fifty minute sessions with subject classes in the library to teach what "good" information is and describe the outcome of doing this consistently.

Scott Sheidlower, York College/CUNY, Jamaica, NY

Rethinking Information Literacy Instructions in the 21st Century

This paper emphasizes practical solutions for how to leverage academic library information instruction in the 21st century. With real-world examples in academic learning environments, this paper explores the most relevant key issues regarding the design, development, enhancement, and integration of academic information literacy instruction and programs. This paper suggests that academic instructors should draw a clear road map for students, demonstrating how and where to effectively and efficiently access, locate, and process information via diverse applications, formats, networks, platforms, and systems.

LiLi Li, Georgia Southern University

Room 218

The Relationship between Information Literacy and Critical Thinking

The relationship between the concepts of "information literacy" and "critical thinking" is examined. There is considerable overlap between the two. Perhaps, in fact, we could regard both of these as aspects of a single, continuous process.

Rebecca Ziegler, Georgia Southern University

It Takes a Village: Assisting Ronald E. McNair Scholars to Achieve their Academic Goals by Teaching Information Seeking Skills

Participants attending this program will learn how and why it is important for the library to be included in the academic development of students. The program will also include a discussion on the importance of partnering with other centers and departments on campus to ensure students achieve academically and, as a result, begin developing their information seeking skills and learn how to become lifelong learners.

Sonya S. Shepherd, Georgia Southern University

The Medium is PART OF the Message: Teaching Techno-literacy Conceptual Thinking

While students most often value discrete, specific skill-set learning in courses, such as mastering PowerPoint or Photoshop, this presentation argues for the primary importance of conceptual thinking skills when addressing techno-literacy. How does the medium affect the message? How does the medium affect the design and crafting of the message? Does "power pointing" dumb-down presentations? Does it even diminish the conceptualization of the project behind the presentation? How does the easy accessibility of current video technology (the YouTube revolution) change the way we must perceive student writing itself?

Michael Strickland, Elon University

2:45 – 3:00 p.m.

Turn in Conference Evaluation